

INDIVIDUALIZED EDUCATION PROGRAM

School Year 1983-84

NAME Lee S. Moore BIRTHDATE 10/17/74 AGE 8 DATE Dec 17, 1982

PARENTS Georgia Moore ADDRESS 1880 Marshall Circle D 45331 PHONE

DISTRICT OF RESIDENCE Mr. Keenly COUNTY Hamilton BUILDING Critical Budget

EVALUATIONS COMPLETED/
INFORMATION GATHERED

II. PRESENT LEVELS OF PERFORMANCE in the following areas where appropriate:
1) Intelligence, 2) Academic Performance, 3) Social/Emotional Status, 4) Adaptive Behavior, 5) Learning Modality, 6) Communicative Status, 7) Other.

From Voice Evaluation for Children:
No history of illness or allergies.
No history of social speech. The
evaluation was the problem is caused
by talking too much.
Voice quality: clear pitch during conversation;
soft laryngeal level, more, lower
about quality; vocal range limited
pitch breaths inhaled, breathless
note pitch range.
Breathery: audible and irregular
pitch above phrasing. Breathless
a tone for modulation of seconds.
Speech perceptual mechanisms -
normal in size and function
ENT Evaluation. No attached sign of
disturbance or vocal mechanism.

6) Communicative Status,
see attached report.

I. ANNUAL GOALS	SHORT TERM INSTRUCTIONAL OBJECTIVES	EVALUATION PROCEDURES & CRITERIA
<p>Develop social proficiency developing communication conversation</p> <p>the speaker has begun conversational proficiency</p>	<p>1. The speaker will understand and use social proficiency in social situations, including the production of appropriate responses with self-reliance.</p> <p>2. The speaker must understand and use social proficiency in social situations, including the production of appropriate responses with self-reliance.</p> <p>3. The speaker will understand and use social proficiency in social situations, including the production of appropriate responses with self-reliance.</p> <p>4. The speaker will understand and use social proficiency in social situations, including the production of appropriate responses with self-reliance.</p> <p>5. The speaker will understand and use social proficiency in social situations, including the production of appropriate responses with self-reliance.</p>	<p>Students should be able to make a presentation which includes logical and emotional organization.</p>

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IV. Program Option	Check Needs	Date to be Initiated	Anticipated Duration	Special Program	Related and Supportive Services	Date Services to be initiated	Anticipated Duration
Regular Education	X				Speech & Language Therapy	Jan. 1983	Sept. 1984
Supplemental Services					Occupational Therapy		
Individual/Small Group Instruction					Physical Therapy		
Special Class/Learning Center					Attendant Service		
Home Instruction					Transportation		
Residential					Orientation & Mobility		
Other					Counseling		
					Vocational Assessment		
					Work-Study		
					Adaptive Physical Ed.		
					Other		

V. Needs Which Necessitate Placement in a Separate Educational Facility: None

Recommended District or Educational Agency of Attendance Thompson
 County Marquette Building Central Regional

Extent of Participation in Regular or Vocational Educational Program: full

VI. CRITERIA AND SCHEDULES FOR PERIODIC/ANNUAL REVIEW

Parents or upon parental or teacher request

VII. ADDITIONAL SERVICES NEEDED FOR IMPLEMENTATION OF PROGRAM THAT WILL BE PROVIDED BY PARENTS AND/OR OUTSIDE PROFESSIONAL AGENCIES

None

The above recommendations have been made by the committee and we feel they are appropriate.

Conference Participants:

NAME _____ Chairperson

NAME _____ TITLE: _____

NAME _____ TITLE: _____

NAME Arnold J. Peltola TITLE: Chairman

I have reviewed the above educational program and the recommendation of the Committee. I also waive my right to certified mail.

ACCEPT ☒ DO NOT ACCEPT ☐

Date 1-5-83 Parent Signature of Peltola

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EVALUATION OF COMMUNICATION PERFORMANCE

Student Lee Moore Teacher Miss Rudolph Gr. 3 Room _____

As a result of a speech and hearing evaluation, the following speech & language disorders were observed:

- ____ Language impairment: A significant deviation in expressive or receptive oral language in the specific areas of morphology (sounds), syntax (grammar), and/or vocabulary.
- ____ Articulation impairment: The consistent misarticulation of one or more phonemes. The results of a norm referenced (standardized) prognostic evaluation instrument must be considered for a child below eight years of age prior to determining eligibility for services.
- ____ Fluency impairment: Reduced intelligibility and rate because of a high disfluency ratio and/or struggle or avoidance and fear of speaking situations.
- ☒ Voice impairment: Exhibits difficulties in the areas of pitch, quality, and/or loudness not appropriate to the student's age or sex.
- ____ Hearing impairment: Has a measurable hearing loss, the type and/or degree of which is adversely affecting the child's communication skills as determined by an audiologist's evaluation.

Instructions to the Teacher: Your observation, which is part of a multi-factored assessment procedure, is in accordance with the guidelines for current program standards for special education units for speech, language, and hearing services in the state of Ohio (#3301-51-08 B.. 4. C.). Please complete the following with a "yes" or "no".

- no The child avoids speaking situations.
- no Other children in the class seem to react negatively toward the child because of his/her speech.
- no The child's social maturity and interaction is inappropriate for age and grade level.
- no The child has difficulty participating in classroom discussions involving two or more persons.
- no The child has difficulty hearing and understanding directions, conversation, and material presented during class most of the time.
- no The child has difficulty understanding material presented via audio-visual equipment.
- no The child has difficulty listening and discriminating likenesses and differences in speech sounds.
- no The child uses incomplete sentences and language inappropriate for grade level.
- no Vocabulary development and comprehension is inappropriate for grade level.
- no The child has difficulty understanding concepts such as space, quantity and time appropriate for age level.
- no The child's speech ability is reduced when the child is placed in a stressful situation.
- no The child communicates with gesture in lieu of speaking.
- no The child has difficulty demonstrating reasoning ability and knowledge of cause-effect relationships appropriate to age level.
- no The child's verbal intelligibility is reduced hampering his/her ability to communicate information.
- no The child has difficulty correctly producing sounds.
- no The child has difficulty blending sounds together to form words.
- yes The child's vocal quality detracts from the message he/she is trying to communicate.

The following professionals are in agreement that this child is adversely affected due to the presenting communication disorder when compared to his/her peers.

Signed: Miss Rudolph
Teacher

Date October 20, 1982

Deanne C. Harned
Speech-Language Pathologist

Date Nov 12, 1982

Ronald W. Mellich
School Representative

Date Jan 5, 1983

Please return to the speech-language pathologist as soon as possible. Thank you for your cooperation.

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December 1, 1982

Name: Lee Moore
Age: 8
B.D.: 10/19/74

D.O.B.: 10/15/82
Clinician: Diane Games

Reason for Referral: Miss Rudolph referred Lee for an evaluation due to consistent hoarse vocal quality noted in classroom activities. She noted that the voice became worse during the day and that the hoarseness did not appear to be connected with allergies or a cold.

Vocal Description: During an evaluation the following observations:

- .severe, hoarse vocal quality which worsens at the end of the day or following prolonged phonation,
- .pitch range limited to 13 notes with habitual pitch at the bottom of range. Pitch varies little during conversational tasks and pitch breaks were noted,
- .soft presentation of voice was noted with periods of audible, irregular breathing. Lee could sustain a sound for 8 seconds.

History: Lee's voice problem has been evident for several years. There is no history of allergies or illness.

Recommendations:

- .Evaluation by an ear, nose and throat specialist to determine if a physical problem is causing the hoarse quality.
- .Vocal therapy to reduce the hoarse quality.

Diane Games M.A.
Speech-Language Pathologist

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AUXILIARY SERVICES
E.N.T. SPEECH CLINIC
LARYNGEAL REFERRAL

SCHOOL Central Baptist PUBLIC SCHOOL DISTRICT Freemont School District
OF ATTENDANCE 5774 Winton Rd
ADDRESS FOR BILLING Cincinnati, Ohio 45231

NAME Moore Lee L. PARENT/GUARDIAN Georgia Moore
(Last Middle First)

ADDRESS 1280 Mendith PHONE 522-1092 D.O.B. 10/19/74
Cincinnati, Ohio 45231

REFERRING THERAPIST/NURSE Dianna L. Hames DATE Nov. 11, 1982

KNOWN MEDICAL HISTORY Hoarse vocal quality had been present
for several years. No known history of illnesses or
allergies and is not on medication

Evaluations Completed

Circle One

Problems Noted

Articulation Passed / FailedLanguage Passed / FailedVoice Passed / Failed

Dysfluency Passed / Failed

Hearing Passed / Failed

hoarse vocal quality

EXAMINING LARYNGOLOGIST R. L. Hines DATE OF EXAM. 12-10-82

NOSE: Is there obstruction in the nasal passages? _____
If so, please explain. _____
Is there sinus infection or nasal allergy? _____

PHARYNX: Is there any asymmetry of muscle contraction? _____
Are there any growths or other abnormalities: _____

LARYNX: Examination by indirect laryngoscopy _____

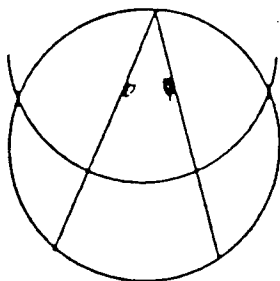
*General size of larynx:	*Function of Cords (on phonation)
Normal _____	Symmetrical _____
Larger than normal _____	Bowing _____
Smaller than normal _____	Deviation from midline _____
*Approximation:	*Appearance of Vocal Folds:
Complete _____	Thickened _____
Partial _____	Edematous _____
	Inflamed _____
	Infected _____
*Attack:	Malformed _____
Normal _____	Scars _____
Hard _____	Growths _____
Incomplete _____	

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Presence of Vocal Pathology: Please indicate location on diagram.

Nodules _____ Polyps _____ Ulcer _____

Other _____ None _____



Epiglottis _____

Anterior 1/3 _____

Medium 1/3 _____

Posterior 1/3 _____

Size: _____

Appearance: _____

Hard _____

Soft _____

Other _____

Arytenoid Process _____

Does this patient have allergies, hypothyroidism, anemia, or any other chronic condition which might contribute to the abnormal voice quality _____

Has this patient's misuse of voice contributed to abnormal structure or function? _____

Do your findings explain the abnormal voice quality? _____

In your opinion, it is possible that a continuation of present voice use may contribute toward future or increased disorders of the mechanism? _____

RECOMMENDATIONS:

Do you recommend any of the following: Silence _____ Duration _____ Limited use of voice _____ Duration _____ Training by a speech clinician to help patient establish easy, efficient use of the vocal mechanism _____

Other recommendations _____

Bilateral Vocal Cord Nodules (L) & R

Available for speech 14

Please return to:

Debra Barnes
Central Baptist School
7645 Winton Road
Cincinnati, Ohio 45224

Cotton
Physician's Signature
Date Dec 10/81

INCLUDE IN THIS SECTION A SUMMARY OF ALL ABNORMAL FINDINGS, ACTIONS TAKEN, SUGGESTED FOLLOW-UP AND RECOMMENDATIONS FOR ADJUSTMENT IN SCHOOL PROGRAM

DATE 12/10/82

NOTES (sign and date all notations)

Impedance

P +050

L +048

P +045

NO. 60

NO. 40

S.R.

P

P

V

.7

.6

Impedance

P +045

NO. 60

NO. 40

P

0.6

MAICO AUDIOGRAM 3rd

ME Free M Free DATE 12/10/82 BY B. Williams, R.C.

AUDIOGRAM KEY

Right Left

Unmasked AC (circle)

Masked AC (triangle)

Unmasked BC (square)

Masked BC (diamond)

Unmasked Mastoid (inverted triangle)

Masked Mastoid (+)

Both

BC Forehead

Forehead Unmasked

Sound Field

Left Ear

Right Ear

S.R.T.

M.C.L.

T.D.

AUDIOGRAM KEY	
AC	Right Left
Unmasked	○
AC	×
Masked	△
BC	□
Masked	◇
BC	<
Masked	>
BC	□
Masked	◇
BC	□
Masked	◇
BC	□
Masked	◇
Both	
BC	↔
Forehead	↖
Unmasked	↗
Sound Field	⊥

Left Ear	Right Ear
S.R.T.	
M.C.L.	
T.D.	

SIGNATURE

609080

Business Phone

4) School

HEARING

HEARING		Date	Result		Date	Result	
			Right	Left		Right	Left
		3/9/	OK	OK			
		10/20/82	OK	OK			
		11/22/83	P	P			

☐ Normal ☐ Articulation Problem ☐
☐ Voice Disorder ☐ Language Problem
 Other _____

Check appropriate box when applicable:

☐ Maximum Improvement ☐ Corrected

Muscle Balance

Farsightedness

Color

Distance Acuity

Additional Screening						Distance Acuity					
Date	Test	Result									

Health Examinations					
Date	Date	Date	Date	Date	Date

Date	Date	Date	Date	Date

TUBERCULIN

KEYSTONE School Vision Screening

FOR USE WITH THE KEYSTONE TELEBINOCULAR
SCHOOL SURVEY CUMULATIVE RECORD FORM NO. 5-B
(CATALOG ORDER NO. 5522-B)

RAPID VISION SCREENING TESTS

INSTANT VISION TESTS

Dog should be seen jumping over pig

The 4 blocks should be seen merged into 3

Balloon No. 2 is farthest away
Balloon No. 5 is closest

Balloon 2 is red; balloon 5 is green

Letters in Block A: D C Z P T

Letters in Block B: Z P D T

Letters in Block C: L D T C Z

Letters in Block D: P T D C

Letters in Block E: L O Z P C

Letters in Block F: T Z O D L

Letters in Block G: O P T D C

Passing score: at least 4 letters

Failure on any test above indicates need for full test at right.

Signature on any test above indicates need for full test at right.

COMPREHENSIVE TEST BATTERY: QUESTIONS

What do you see?

Does the yellow line go through, above, or below the red ball?

To what number, or between what numbers, does the arrow point?

How many balls do you see?

In each signboard there are five diamonds (point). In one diamond is a dot. (Point to first signboard, show dot in the left diamond.) Ask: Where is the dot in Nos. 2, 3, 4, 5, etc.?

Tests 5 and 6 are the same as No. 4's. Ask: Where is the dot?

(Point to the top line of symbols and name each one. Show by pointing that the cross stands out in 3-D.) Ask: Which symbol stands out in each of the next lines?

What number is in the upper circle? The lower left? The lower right? (Test 9 is the same as Test 8.)

To what number, or between what numbers, does the arrow point?

How many balls do you see?

In the three circles in the center (point) you see black crossed lines, black dots, and solid gray. Starting with No. 1 of the outer circles, you see black dots. No. 2 has black lines. What do you see in No. 3? Go as far as you can. Tests 13 and 14 are the same as 12. Name what you see in each of the circles.

Copyright 1973 by Keystone Vision

Name Lee Moore Sex M
School Central Baptist City _____
Grade 4 Room _____ Teacher _____
Date of birth _____ Date of test 11-22-83
Wearing glasses? Yes For reading only _____
for distance only _____; both X No _____
Snellen Standard (if desired)
With glasses: RE _____ LE _____
Without glasses: RE _____ LE _____

TEST	LEFT EYE ONLY	RIGHT EYE ONLY	UNSATISFACTORY Underconvergence and/or low usable vision	RE-TEST AREA	EXPECTED RESPONSE	RE-TEST AREA	UNSATISFACTORY Overconvergence
(DB-10A) Simultaneous Vision							
(DB-8C) Vertical Posture	only	only					
(DB-9) Lateral Posture	Arrow only	Numbers only	15 14 13 12 11 10 9 8 7 6 5 4 3 2 1				
(DB-14) Fusion	only	only	Far apart Close				
(DB-10) Usable Vision, Both Eyes			1 L 2 B 3 T 4 L 5 R 6 T 7 L 8 B 9 R 10 T				
(DB-3D) Usable Vision, Right Eye			1 T 2 R 3 L 4 T 5 B 6 L 7 T 8 R 9 L 10 T				
(DB-2D) Usable Vision, Left Eye			1 B 2 L 3 R 4 B 5 T 6 L 7 B 8 R 9 L 10 T				
(DB-10) Stereopsis	only	only	+				
(DB-10A) Color Perception	Too 32	Left 79 Right 23	NONE CORRECT	1 Out of 3	2 Out of 3		
(DB-14A) Color Perception	Too 63	Left 92 Right 56	NONE CORRECT	1 Out of 3	2 Out of 3		
(DB-9B) Lateral Posture	Arrow only	Numbers only	10 9 8 7 6 5 4 3 2 1				
(DB-5K) Fusion	only	only	Far apart Close				
(DB-15) Usable Vision, Both Eyes	1 D 2 L 3 B 4 T 5 R 6 L 7 T 8 R 9 L 10 T	1 D 2 L 3 B 4 T 5 R 6 L 7 T 8 R 9 L 10 T					
(DB-16) Usable Vision, Right Eye	1 D 2 L 3 B 4 T 5 R 6 L 7 T 8 R 9 L 10 T	1 D 2 L 3 B 4 T 5 R 6 L 7 T 8 R 9 L 10 T					
(DB-17) Usable Vision, Left Eye	1 D 2 L 3 B 4 T 5 R 6 L 7 T 8 R 9 L 10 T	1 D 2 L 3 B 4 T 5 R 6 L 7 T 8 R 9 L 10 T					

KEYSTONE

School Vision Screening

FOR USE WITH THE KEYSTONE TELEBINOCULAR
SCHOOL SURVEY CURRICULAR RECORD FORM NO. 5-B
(CATALOG ORDER NO. 5522-B)

RAPID VISION SCREENING TESTS

STANDARD VISION TESTS

Dog should be seen jumping over pig

The 4 blocks should be seen merged into 1

Balloon No. 2 is farthest away }
Balloon No. 5 is closest }
Balloon 2 is red; balloon 5 is green

Letters in Block A: D C Z P T (Training only)
Letters in Block B: Z P D T C
Letters in Block C: L D T C Z

NEAR VISION TESTS (16 INCHES)

Yellow line should pass through white square

The 4 balls should be seen merged into 3

Letters in Block A: L O Z P C (Training only)
Letters in Block B: T Z O D L
Letters in Block C: O P T D C

Passing score: at least 4 letters

Failure on any test above indicates need for full test at right.

COMPREHENSIVE TEST BATTERY: QUESTIONS

What do you see?

Does the yellow line go through, above or below the red ball?

To what number, or between what numbers, does the arrow point?

How many balls do you see?

In each signboard there are five diamonds (point) in one diamond is a dot. (point to first signboard, show dot in the left diamond) Ask: Where is the dot in Nos. 2, 3, 4, 5, etc.?

Tests 5 and 6 are the same as No. 4's. Ask: Where is the dot? (Point to the top line of symbols and name each one. Show by pointing that the cross stands out in 3 D.) Ask: Which symbol stands out in each of the next lines?

What number is in the upper circle? The lower left? The lower right? (Test 9 is the same as Test 8.)

To what number, or between what numbers, does the arrow point?

How many balls do you see?

In the three circles in the center (point) you see black crossed lines, black dots, and solid gray. Starting with No. 1 of the outer circles, you see black dots. No. 2 has black lines. What do you see in No. 3? Go as far as you can. Tests 13 and 14 are the same as 12. Name what you see in each of the circles

Name Lee Moore Sex M
School Central Baptist City
Grade 4 Room Teacher
Date of birth Date of test 2-21-84
Wearing glasses? Yes For reading only
for distance only ; both ; No
Snellen Standard (if desired)
With glasses: RE LE
Without glasses: RE LE

TEST	LEFT EYE ONLY	RIGHT EYE ONLY	UNSATISFACTORY Interconvergence and/or low usable vision	RE-TEST AREA	EXPECTED RESPONSE	RE-TEST AREA	UNSATISFACTORY Interconvergence
(DB-40A) Simultaneous Vision							
(DB-6C) Vertical Position	only	only					
(DB-9) Lateral Position	Arrow only	Numbers only	15 14 13 12 11	10 9 8	7	6 5 4 3 2 1	
(DB-4K) Fusion	only	only	Far apart Close				
(DB-1D) Usable Vision Both Eyes			1 2 3 4 5 6 L B T L R 49% 70% 84% 88% 92% 96%	7 8 9 10 L L B B 100% 100% 100% 100%			
(DB-1D) Usable Vision Right Eye			1 2 3 4 5 6 T R L T B 49% 70% 84% 88% 92% 96%	7 8 9 10 L L B B 100% 100% 100% 100%			
(DB-2D) Usable Vision Left Eye			1 2 3 4 5 6 B L T L R 49% 70% 84% 88% 92% 96%	7 8 9 10 L L B B 100% 100% 100% 100%			
(DB-1D) Stereopsis	+	+	+				
(DB-12A) Cross Perception	12	23	NONE CORRECT	1 Out of 3			
(DB-11A) Cross Perception	10	36	NONE CORRECT	1 Out of 3			
(DB-11B) Lateral Position	Arrow only	Numbers only	10 9 8 7	6 5 4	3	2	
(DB-5K) Fusion	only	only	Far apart Close				
(DB-15) Sample Vision Both Eyes	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20					
(DB-15) Sample Vision Right Eye	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20					
(DB-17) Usable Vision Left Eye	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20					

Our regular procedure is to begin with the Rapid Screening Tests below. If the student passes all the Rapid Tests, he or she has normal (or better) visual skills and no further tests are given. If the student fails any Rapid Tests, however, the full battery of Skills Tests (at the right) is given to determine if a possible vision handicap exists.

RAPID VISION SCREENING TESTS

RAPID VISION TESTS

- A. Simultaneous vision: Both eyes work together Pass Fail
B. Fusion: Eyes are coordinated, see one image X —
C. Depth perception: Able to tell nearby objects from far-away objects X —
D. Color vision: Can tell red from green X —
E. Usable vision:
Right eye — 100% acuity (sharpness of sight) — X
Left eye — 100% acuity (sharpness of sight) — X
F. Posture: Eyes show correct up-down balance X —
G. Fusion: Eyes are coordinated, see one image X —
H. Usable vision:
Right eye — 100% acuity (sharpness of sight) — X
Left eye — 100% acuity (sharpness of sight) — X

COMPREHENSIVE VISUAL SKILLS TESTS

This group of tests is given only if the student fails any of the tests above. The Comprehensive Tests are more detailed and are similar to tests used by many eye specialists. Scores of these tests are recorded at the right.

Scores checked in the "Passing" column indicate satisfactory performance. Scores checked in *other* columns show that your child may have a vision handicap... and that he or she may benefit from a thorough examination by a professional eye specialist. If you decide to consult an eye specialist, we recommend that you show this report to him.

Please note: Low scores on the tests for Color Vision indicate that your child has some degree of color blindness. Eye specialists, however, do not know of any remedy for this condition. But it is important that your child knows of this deficiency for his own safety.

Please note: If your child is under 9 years of age, a low score on the Depth Perception test may not mean that an eye specialist can help him. Depth perception is a learned skill that is often not fully acquired before age 9.

Explanation of tests are on the back of this report form.

Name Lee Marie Sex M
School Central Baptist City —
Grade 4 Room — Teacher —
Date of birth — Date of test 11-22-83

Wearing glasses? Yes (for reading only) —
for distance only —; both X No —
Snellen Standard (if desired)
With glasses: RE — LE —
Without glasses: RE — LE —

TEST	POSSIBLE VISION HANDICAP	DOUBT-FUL	PASSING NORMAL RANGE	DOUBT-FUL	POSSIBLE VISION HANDICAP
SIMULTANEOUS VISION			THE TWO EYES WORK TOGETHER		
EYE POSTURE (Up-Down Imbalance)			EYES WORK IN BALANCE		
POSTURE (In-Out Imbalance)			EYES WORK IN BALANCE		
FUSION			EYES ARE COORDINATED SEE A SINGLE IMAGE		
USABLE VISION (Both Eyes)			98% 100% 103% 105%		
USABLE VISION (Right Eye)			98% 100% 103% 105%		
USABLE VISION (Left Eye)			98% 100% 103% 105%		
DEPTH PERCEPTION			NORMAL		
COLOR VISION (Red Vs. Green)			CAN TELL RED FROM GREEN		
COLOR VISION (Blue Vs. Violet)			CAN TELL BLUE FROM VIOLET		
POSTURE (In-Out Imbalance)			EYES WORK IN BALANCE		
FUSION			EYES ARE COORDINATED SEE A SINGLE IMAGE		
USABLE VISION (Both Eyes)			100% 102% 103% 105%		
USABLE VISION (Right Eye)			100% 102% 103% 105%		
USABLE VISION (Left Eye)			100% 102% 103% 105%		

* Left eye either sightless or vision appears to be suppressed

+ Right eye either sightless or vision appears to be suppressed

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

IMPEDANCE RESULTS:

009085

0.5k 1.0k 2.0k 4.0k 6.0k

PRESSURE		PRESSURE	
H L (H)	76/55	H L (A)	77/50
COMPLIANCE		COMPLIANCE	
H L (H)	1.00	H L (A)	0.92
STAPEDIAL REFLEX		STAPEDIAL REFLEX	
(P)	A	(P)	A
PHYSICAL VOLUME		PHYSICAL VOLUME	
(C)	1	(C)	1

MODEL: MU-1

*STAPELIAL REFLEX conducted at 1.0 kHz at 105 dB

KEY: r = high n = normal p = present

$I_i = \text{low}$ $A_i = \text{absent}$

V. RECORD OF CURRENT AND/OR LAST PREVIOUS:
(Information from Preschool or School Health Records)

IMMUNIZATIONS

TYPE	CURRENT		LAST PREVIOUS	
	BASIC	BOOSTER	BASIC	BOOSTER
	DATE COMPLETED	DATE RECEIVED	DATE COMPLETED	DATE RECEIVED
DIPHTHERIA	11-22-14	1-26-20		
PERTUSSIS	1-22-21	2-29-21		
TETANUS	2-21-21			
POLIO	SALK			
	SABIN I	1-23-14 26-20		
	SABIN II	2-1-25 6-29-25		
	SABIN III	6-23-25		
MALLPOX		1-23-21		
MASLES		1-23-21		
OTHER				

SCREENING TESTS

TYPE	CURRENT			LAST PREVIOUS		
	DATE	NORMAL OR NEGATIVE	DEVIATION FROM NORMAL (MM., INCH.)	DATE	NORMAL OR NEGATIVE	DEVIATION FROM NORMAL (MM., INCH.)
TUBERCULIN RECORD HEAF. TIME OR MANTOUX FOR TEST TYPE						
CHEST X-RAY						
VISION ACUITY (RIGHT)						
VISION ACUITY (LEFT)						
HEARING						

VI. PHYSICIAN'S REPORT OF HEALTH FINDINGS:

Check one:

- ☒ ENTIRELY WITHIN NORMAL LIMITS
☐ ABNORMALITIES AS FOLLOWS:

RECOMMENDATIONS FOR ADJUSTMENT IN SCHOOL PROGRAM INCLUDING PARTICIPATION IN PHYSICAL EDUCATION AND SPORTS ACTIVITIES:

DATE: 1-22-21
 SIGNATURE OF EXAMINING PHYSICIAN: David R. Block, MD

FOR USE WITH THE KEYSTONE TELEBIOGRAPH
SCHOOL SURVEY CUMULATIVE RECORD FORM NO. 5-B
(CATALOG ORDER NO. 5522-B)

RAPID VISION SCREENING TESTS

DISTANT VISION TESTS

Dog should be seen jumping over pig
The 4 blocks should be seen merged into 3

Balloon No. 2 is farthest away }
Balloon No. 5 is closest }
Balloon 2 is red; balloon 5 is green

Letters in Block A D C Z P T
Letters in Block B Z P D T C
Letters in Block C L D T C Z

NEAR VISION TESTS (16 INCHES)

Yellow line should pass through white square

The 4 balls should be seen merged into 3

Letters in Block A L O Z P C (Training only)
Letters in Block B T Z O D L
Letters in Block C O P T D C

Passing score: at least 1 letter

Failure on any test above indicates need for full test at right.

COMPREHENSIVE TEST BATTERY: QUESTIONS

What do you see?
Does the yellow line go through, above, or below the red ball?
To what number, or between what numbers, does the arrow point?
How many balls do you see?
In each signboard there are five diamonds (point) in one diamond is a dot. (Point to first signboard, show dot in the left diamond.) Ask: Where is the dot in Nos. 2, 3, 4, 5, etc?
Tests 5 and 6 are the same as No. 4; Ask: Where is the dot?
(Point to the top line of symbols and name each one. Show by pointing that the cross stands out in J.D.) Ask: Which symbol stands out in each of the next lines?
What number is in the upper circle? The lower left? The lower right? (Test 9 is the same as Test 8.)
To what number, or between what numbers, does the arrow point?
How many balls do you see?
In the three circles in the center (point) you see black crossed lines, black dots, and solid gray. Starting with No. 1 of the outer circles, you see black dots. No. 2 has black lines. What do you see in No. 3? Go as far as you can. Tests 13 and 14 are the same as 12. Name what you see in each of the circles

Name See Nurse Sex
School Grade 2 Room Teacher City
Date of birth 12-17 Date of test 12-8-81

Wearing glasses? Yes: For reading only
for distance only ; both ; No
Snellen Standard (if desired)
With glasses: RE LE
Without glasses: RE LE

TEST	LEFT EYE ONLY	RIGHT EYE ONLY	UNSATISFACTORY	RE-TEST AREA	EXPECTED RESPONSE	RE-TEST AREA	UNSATISFACTORY
(DB-10A) Simultaneous Vision							
(DB-6C) Vertical Posture	only	only					
(DB-9I) Lateral Posture	Arrow only	Numbers only	15 14 13 12	11	10 9 8	7	6 5 4 3 2 1
(DB-4K) Fusion	only	only	Far apart	Close			Close Far apart
(DB-1D) Usable Vision			1 2 3 4 5	6 7 8 9 10			
(DB-3D) Usable Vision			1 2 3 4 5	6 7 8 9 10			
(DB-2D) Usable Vision			1 2 3 4 5	6 7 8 9 10			
(DB-6D) Synchronism	only	only	+	*	+	*	
(DB-12A) Color Perception	100	Left 79 Right 23	NONE CORRECT	1 Out of 3	ALL CORRECT	2 Out of 3	
(DB-14A) Color Perception	Top 63 Left 72 Right 56		NONE CORRECT	1 Out of 3	ALL CORRECT	2 Out of 3	
(DB-9B) Lateral Posture	Arrow only	Numbers only	10 9 8	7	6 5 4	3	2
(DB-5K) Fusion	only	only	Far apart	Close			Close Far apart
(DB-15I) Usable Vision	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10					
(DB-16I) Usable Vision	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10					
(DB-17I) Usable Vision	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10					

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2-1-81
Pencil Blank Hand PN

COLUMBIA MENTAL MATURITY SCALE

Individual Record Form

LEVEL A: Ages 3-6 through 3-11 • LEVEL B: C Ages 4-0 through 4-5Name Moore Lee E.
Last First Middle

Level: A B (Circle one)

Raw Score 39Date of Test 1979 8 17
Year Month DayAge Deviation Score 109Percentile Rank 71Stanine 6Maturity Index 50Date of Birth 74 10 19
Year Month DayChronological Age 4 9 17
Years Months Days

	1	2	3	4	5
1	X				
2		X			
3			X		
4			X		
5			X		
6	X				
7			X		
8				X	
9	X				
10		X			
11	X				
12				X	
13			X		

	1	2	3	4	5
14	X				
15		X			
16				X	
17			X		
18				X	
19		X			
20			X		
21			X		
22			X		
23				X	
24				X	
25	X				
26		X			

SAMPLES				
1				
2				
3				
4				
5				

009088

	1	2	3	4	5
27			X		
28		X			
29			X		
30		X			
31	X				
32					X
33	X				
34				X	
35	X				
36		X			
37	X				
38	X				
39			X		
40		X			
41			X		
42				X	
43		X			
44				X	
45			X		
46	X				
47	X				
48	X				
49			X		
50			X		
51			X		
52	X				
53					X
54		X			
55			X		
56			X		
57			X		
58	X				
59		X			
60	X				
61				X	
62				X	
63				X	
64				X	
65				X	
66				X	
67				X	

	1	2	3	4	5
68				X	
69				X	
70	X				
71			X		
72					X
73		X			
74			X		
75				X	
76	X				
77	X				
78				X	
79				X	
80				X	
81			X		
82				X	
83				X	
84				X	
85				X	
86			X		
87		X			
88			X	X	
89	X				
90			X	X	
91				X	
92				X	
93					
94					
95					
96					
97					
98					
99					
100					
101					
102					
103					
104					
105					
106					
107					
108					

OBSERVATIONS OF TEST BEHAVIOR

During the test session, the subject was observed to be engaged in the test session.

Examiner

009089

Name Lee Moore Grade K
Teacher Mrs. Betty Hensley Date of Testing 4/21-22-80
School Central Baptist Elem City Cinti. State Ohio

Score Summary Box															
Test	Number Possible	Number Right	Scaled Score	Grade Equivalent	Percentile Rank	Stanine								Instructional Reading Level	
Reading	37	26	476	1.5	90	1	2	3	4	5	6	7	8	9	Primer
Mathematics	35	33	492	2.7	96	1	2	3	4	5	6	7	8	9	
Language	25	20	375	1.2	84	1	2	3	4	5	6	7	8	9	
Basic Battery (R+M+L)	97	79	410	1.5	94	1	2	3	4	5	6	7	8	9	

Percentile Ranks and Stanines based on tables for Fall ☐ Spring ☒

Cluster Analysis

READING

Performance by grade level of reading passages

Primer 10 Grade 1 5

Performance by objective

01 Word Reading 12 02 Rebus 5 03 Sentence Reading 5 05 Literal Specific 10 06 Literal Global 1 07 Inferential Specific 1 08 Inferential Global 2 09 Evaluative 1

MATHEMATICS

Numeration 14 Geom. & Meas. 9 Prob. Solving 6 Operations: Whole No. 6

LANGUAGE

Listening Comp. 9 Spelling 8 Study Skills 8

Metropolitan Achievement Tests

Primary 1 Form JS

Basic Survey Battery

Lee Lee Lee Lee

Name Lee Moore Jr Grade 1

Teacher Mrs. Moore Date of Testing 4/11/11

School _____ City _____ State Cincinnati

Score Summary Box

Test	Number Possible	Number Right	Scaled Score	Grade Equivalent	Percentile Rank	Stanine	Instructional Reading Level
Reading	55	40	577	2.2	77	1 2 3 4 5 6 7 8 9	CR1
Mathematics	40	21	401	1.7	42	1 2 3 4 5 6 7 8 9	
Language	40	30	458	2.1	70	1 2 3 4 5 6 7 8 9	
Basic Battery (R+M+L)	135	91	472	2.0	68	1 2 3 4 5 6 7 8 9	

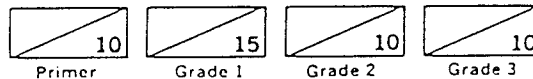
Percentile Ranks and Stanines based on tables for

Fall ☐Spring ☒

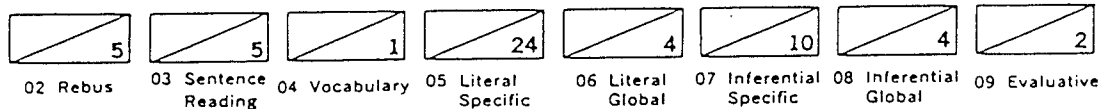
Cluster Analysis

READING

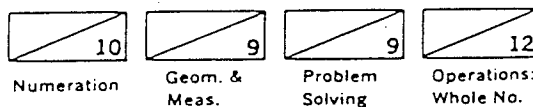
Performance by grade level of reading passages



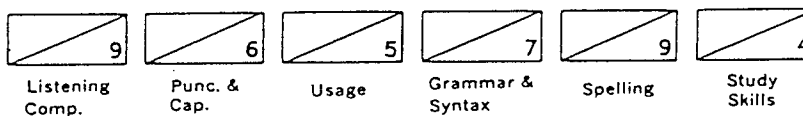
Performance by objective



MATHEMATICS



LANGUAGE



009091

Name Miss. Simpson Grade 2nd
 Teacher Miss. Simpson Date of Testing 4/26/82
 School Central B. p City _____ State _____

Score Summary Box

Test	Number Possible	Number Right	Scaled Score	Grade Equivalent	Percentile Rank	Stanine	Instructional Reading Level
Reading	55	44	657	3.4	70	1 2 3 4 5 6 7 8 9	4.3
Mathematics	45	20	445	2.2	22	1 2 3 4 5 6 7 8 9	
Language	55	48	609	4.3	84	1 2 3 4 5 6 7 8 9	
Science	40	25	489	2.8	54	1 2 3 4 5 6 7 8 9	
Social Studies	40	23	460	2.2	40	1 2 3 4 5 6 7 8 9	
Basic Battery (R+M+L)	155	112	561	3.1	62	1 2 3 4 5 6 7 8 9	
Complete Battery (Basic+S+SS)	235	160	520	2.9	58	1 2 3 4 5 6 7 8 9	

Percentile Ranks and Stanines based on tables for

Fall ☐

Spring ☒

Cluster Analysis

READING

Performance by grade level of reading passages

Primer ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐

Performance by objective

04 Vocabulary ☐ 05 Literal Specific ☐ 06 Literal Global ☐ 07 Inferential Specific ☐ 08 Inferential Global ☐ 09 Evaluative ☐

MATHEMATICS

Numeration ☐ Geom. & Meas. ☐ Problem Solving ☐ Operations: Whole No. ☐

LANGUAGE

Listening Comp. ☐ Punc. & Cap. ☐ Usage ☐ Grammar & Syntax ☐ Spelling ☐ Study Skills ☐

SCIENCE

Behavior

I. Knowledge ☐ II. Comprehension ☐ III. Inquiry Skills ☐ IV. Critical Anal. ☐

Content Area

Physical ☐ Earth & Space ☐ Life ☐

SOCIAL STUDIES

Behavior

I. Knowledge ☐ II. Comprehension ☐ III. Inquiry Skills ☐ IV. Critical Anal. ☐

Content Area

Geography ☐ Sociology ☐ Economics ☐ Political Science ☐ History ☐ Anthropol. ☐ Psychology ☐